

# MUSIC TARGETS

for Second Graders (MU 1520)



Practice Develops Confidence

This space is for the student's imagination



Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Second Grade Music Targets



= Work in Progress



= Competency Achieved

### SINGING and PLAYING

Students will use the body, voice, and instruments as means of musical expression.



Sing a variety of songs including call and response songs.



Utilize diaphragm support to become a confident singer (both alone and in a group).



Play rhythmic patterns and simple ostinatos using pitched or unpitched percussion.



Combine short metric patterns into longer phrase length patterns using pitched or unpitched percussion.

### LISTENING

Students will analyze, and describe music elements and personal music skills and enjoyment.



Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.



Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.



Perform (body percussion or instrumental) metric patterns discovered in listening selections.



Perform echo or call and response patterns (vocally or instrumentally).



Discriminate between the tonal characteristics of traditional instrumental groups.

### EXPLORING and CREATING

Students will explore sounds and create musical expressions.



Explore nonsense words and/or rhyming words in metric groupings and patterns.



Create vocal ostinatos and word groupings to accompany songs, stories, dances, dramatizations.



Improvise different combinations of “beat” and “divided beat” to create a variety of simple rhythmic patterns.



Create simple rhythmic sequences using an iconic or traditional music symbol notation system.

### CONNECTING

Students will connect music to personal growth, joy of living, traditions, culture and history.



Tell about the kind of music you would listen to if you spent fun music time at home.



Share a favorite song or singing game your family might sing if they were going on a family trip “over the river and through the woods”.



Share what songs and singing games you would do if you had friends come over to the house for a birthday party.



Share a “sad day song” or a “happy day song” that you might teach a friend if they were having a sad day.

## Student, Parent, and Teacher Resources for Second Grade Music



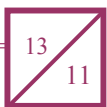


*Music is the natural extension of the human heartbeat. Emotions are brought to the surface and melted together with thought by its imaginative rhythms and patterns of sound. It makes work and play more enjoyable and provides a way for children to relate to and express their feelings about the events of the day, their friends and family, differences in people, and the mechanical and natural wonders of the world about them. Singing, playing, exploring, creating, and listening to music will help them to recognize and describe its elements, discover its messages, increase their perception of sound, and invent their own musical expressions. They will also gain skills in working together, solving problems, thinking analytically, and connecting with other subjects they are learning.*


















<b>Suggestions for Singing and Playing</b> Please consider additional music that has relevance to your particular students' interests and learning.		
Alabama Girl America Are You Sleeping Bobby Shafto Bought Me a Cat Bounce High, Bounce Low Bow Wow Wow Che Che Koolay Circus Parade Come Sailin' With Me Donne-Moi La Main Everyone's Welcome Go Will and Safely God Bless the USA Great Big House	Here Comes the Bluebird He's Got the Whole World in His Hands Hot Cross Buns How Good and Joyous If All the Raindrops I Wrote a Letter Jim Along Josie Kee Chee Knock the Cymbals Lemonade Let There Be Peace On Earth Let Us Chase the Squirrel Lullaby My Jamie Michael Row the Boat Ashore Miss White Had a Fright	My Bonnie Lies Over the Ocean My Farm My Mama's Calling Me Old Brass Wagon Old Dan Tucker Paw Paw Patch Pease Porridge Hot Puff the Magic Dragon Rabbit Footprints Rain Rain Rhythm Telephone Game Rocky Mountains Shake Them Simmons Down Skip To My Lou Yankee Doodle Zudio

<b>Suggestions for Listening and Connecting</b> Please consider additional music for everyday activities; e.g. lullabies, music that tells stories, marches, and dances.		
<u>Songs</u> Silver Moon Boat Hear the Rooster Crowing Rabbit Abiyoyo Counting Song Sunset My Twenty Pennies Chippewa Lullaby	<u>Culture</u> China Israel Japan Africa Mexico Native American Venezuela Native American	Grofe: Grand Canyon Suite Prokofiev: Peter and the Wolf Rossini: Barber of Seville, "Overture" Williams: Raiders of the Lost Ark, "Main Theme" Bernstein: Divertimento for Orchestra, "Turkey Trot" Stavinsky: Firebird Suite, "Berccuse" Villa Lobos: Little Train of the Caipira Rodgers: The King And I, "March of the Siamese Children"

For resources visit the Utah State Office of Education Fine Arts Web Page  
<http://www.usoe.k12.ut.us/curr/fineart>



<p><b>Key: Students</b></p> <p> = Work in Progress</p> <p> = Competency Achieved</p>	<p><b>Teachers</b></p> <p>Mtns =  = Stars</p>	<p><b>Students' Final Results</b></p> <p> Mountains</p> <p> Stars</p>
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<p><b>SINGING and PLAYING</b></p> <p>Students will use the body, voice, and instruments as means of musical expression.</p> <ul style="list-style-type: none"> <li> Sing a variety of songs including call and response songs.</li> <li> Utilize diaphragm support to become a confident singer (both alone and in a group).</li> <li> Play rhythmic patterns and simple ostinatos using pitched or unpitched percussion.</li> <li> Combine short metric patterns into longer phrase length patterns using pitched or unpitched percussion.</li> </ul>	<p><b>LISTENING</b></p> <p>Students will analyze, and describe music elements and personal music skills and enjoyment.</p> <ul style="list-style-type: none"> <li> Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.</li> <li> Develop sensitivity and awareness of “working together” by mirroring slow improvised movements done by a neighbor in response to a listening selection.</li> <li> Perform (body percussion or instrumental) metric patterns discovered in listening selections.</li> <li> Perform echo or call and response patterns (vocally or instrumentally).</li> <li> Discriminate between the tonal characteristics of traditional instrumental groups.</li> </ul>
<p><b>EXPLORING and CREATING</b></p> <p>Students will explore sounds and create musical expressions.</p> <ul style="list-style-type: none"> <li> Explore nonsense words and/or rhyming words in metric groupings and patterns.</li> <li> Create vocal ostinatos and word groupings to accompany songs, stories, dances, dramatizations.</li> <li> Improvise different combinations of “beat” and “divided beat” to create a variety of simple rhythmic patterns.</li> <li> Create simple rhythmic sequences using an iconic or traditional music symbol notation system.</li> </ul>	<p><b>CONNECTING</b></p> <p>Students will connect music to personal growth, joy of living, traditions, culture and history.</p> <ul style="list-style-type: none"> <li> Tell about the kind of music you would listen to if you spent fun music time at home.</li> <li> Share a favorite song or singing game your family might sing if they were going on a family trip “over the river and through the woods”.</li> <li> Share what songs and singing games you would do if you had friends come over to the house for a birthday party.</li> <li> Share a “sad day song” or a “happy day song” that you might teach a friend if they were having a sad day.</li> </ul>

## K-6 Music Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. Connecting is not charted developmentally and Singing and Playing have been given separate columns. If you find that your students are not performing at the indicated level, then review as many of the skills and related understandings contained in the levels above as necessary to bring them to grade level ability.

	SINGING	PLAYING	CREATING	LISTENING
<b>K</b>	Simple songs and singing games  Natural voice with clear diction	Basic beat w/body percussion  Basic beat w/ unpitched percussion	Create patterns for patting basic beat; e.g., sequence 4 body parts of children's choice and change every 8 beats; try changing every 4 beats; change body parts.  Sing two-note responses (so, mi) matching pitch & interval; e.g., teacher sings a question and the student response by improvising a so/mi answer to the question.	Respond to beat and rhythm. Respond to expressive qualities (loud/soft, fast/slow). Develop "inner hearing" (feeling) for beat. Respond to simple textural differences (many/few).
<b>1</b>	Folk and traditional songs  Pitch and interval skills	Strong and weak beats  Simple metric patterns	Create strong-beat/weak-beat percussion patterns; e.g., create a sequence of four phrases where the students clap on beat 1 and pat a body part on beats 2, 3 & 4; repeat the sequence; change the sequence.  Sing three-note response (so, mi, la) to match pitch & interval; e.g., teacher sings a question and the student response by improvising a so, mi, la answer to the question.	Recognize vocal timbres (familiar people). Respond to thematic or story music. Develop "inner hearing" (feeling) for beat. Identify sound sources (environment)
<b>2</b>	Echo or call and response songs  Supported sound alone or w/a group	Simple rhythmic ostinatos  Phrase length patterns	Introduce divided beat into a basic beat sequence; e.g., have children create a hand jive to a known song where the actions require a divided beat on count three:     □   pat, clap, pat-pat, clap.  Create call and response phrases matching pitch, interval and rhythm; e.g. have children create a standard call on a school theme: □ □     "What's your fav-rite sub-ject?"- have students improvise their answers in turn.	Respond to metric beat groupings. Echo/call and response patterns (rhythm and melody). Develop sensitivity in group performance. Identify instrumental tone color in family groups.
<b>3</b>	Variety of songs including multicultural  Melodic ostinatos, partner songs, rounds	Patterns in ensemble playing (linear)  Layered rhythmic patterns (vertical)	Play rhythm patterns of the students' creation; e.g., working with 4-beat patterns have each student create their own rhythm pattern; group four different patterns into a sequence; play the sequence using body percussion or unpitched percussion instruments; repeat the sequence; change the sequence.  Sing simple vocal ostinati to harmonically accompany a folk or traditional song; e.g., have students select a simple familiar song and create their own ostinato (guided creations, melody & lyrics) to harmonically accompany the song.	Respond to simple compositional forms (AB, ABA, ABACADA). Respond to the occurrence of chord changes. Identify specific instrumental tone colors. Expression of music mood changes.
<b>4</b>	Extended repertoire of styles and cultures  Counter melodies and descants	Melodic instruments introductions  Echo/call & response melodic phrases	Introduce the concept of rhythmic texture in body percussion or instrumental playing; e.g., have students create two separate 4-bar rhythm sequences in the same meter and play them together.  Introduce the concept of tonal center in vocal or instrumental melodies; e.g., have the students create a simple 8-bar melody (guided creation) that begins and ends on "do".	Recognize and respond to tonal center. Differentiate characteristics of band and orchestra instrumental sound. Identify contrasting and repeating musical phrases. Compare musical elements and tone colors from diverse cultures.
<b>5</b>	Differentiate chest and head voice  Control phrasing and articulation	Simple harmonic instruments (autoharp)  Accompaniment of solo or group singing	Introduce theme and variation in vocal or instrumental music; e.g., have students begin with a familiar song in which they select a phrase or cadence from which they will create a variation of the melody, rhythm, meter, or lyrics.  Create simple accompaniment for a familiar folk or traditional song; e.g., select a familiar 2-chord song and create accompaniment rhythm patterns on any harmonic/melodic instruments the students have been working with in class; try playing 2 different instruments together such as recorder & auto harp; try adding one or a few unpitched percussion instruments for texture.	Identify the elements that create texture/harmony. Identify theme and variation. Identify specific metric patterns (time signatures). Identify different vocal timbres/range.
<b>6</b>	Qualities of major and minor modes  Parallel harmony in 2 or 3 part songs	Playing of 3 or more chord accompaniments  Singing and playing at the same time	Introduce the musical concept of style and the elements that generate stylistic differences; e.g., take a known song and make a new arrangement of the song (folk to rock), changing the beat, accents, tempo, and other expressive qualities of the music.  Create a simple accompaniment for a familiar three-chord folk song; e.g., create rhythm/strum patterns, riffs, interludes or improvisations to create interest and musical individuality.	Identify chordal/textural harmonies (monophonic, homophonic, polyphonic). Identify the elements of style. Identify major and minor tonalities. Identify the elements of compositional genre (opera, symphony, musical theatre, etc.).

## Elementary (K-6) Music Core Curriculum Overview

The Utah State Music Core divides the goals of music education into four elementary music standards: singing, playing, creating, and listening. The standards organize the curriculum into manageable units and guide the student through rich experiences in making and appreciating music. Each standard is divided into objectives, with appropriate indicators within each objective. The elementary music core also includes portfolio documents formatted into learning targets under each standard to facilitate student progress and encourage parental, teacher, and peer support.

### Elementary Music Standards

#### Standard One: Singing

The student will develop the voice and body as instruments of musical expression.

This standard provides students with ability to recognize and take satisfaction in good singing. Activities include exploring the potential of the human voice to make sounds, using body movement to internalize sounds, and discovering how songs and singing games reveal history and ways of thinking. Developing an understanding of the historical and cultural context of the music being studied fosters unity with, and understanding of, one's family, classmates, school, community, and various cultural traditions.

#### Standard Two: Playing

The student will play instruments as a means of musical expression. Learning how to read music notation and evaluate the development of one's own playing skills accompanies this study. As is the case with singing, successfully playing a musical instrument nurtures self-discipline, cooperating, sensitivity, attentiveness, responsibility, and the joy of self-expression.

#### Standard Three: Creating

The student will create music through improvising, arranging, and composing. Involvement in the creative process is collaborative. The making of something new enables students to absorb the enthusiasm and joy of imagining, improvising, problem solving, synthesizing, decision-making, evaluating, and refining. Activities include experimentation with timbres, dynamics, temp, melodic and rhythmic patterns, textures, forms, and styles. Explorations include communicating aesthetically, relating the creative/experimental process in music to other fields, and representing musical sounds through notation.

#### Standard Four: Listening

The student will listen to, analyze, and describe music. Activities include learning how to evaluate quality while creating and performing music, finding personal meaning/purpose in various music selections, and the opportunity to become intimately acquainted with the nature and use of the music elements. Familiarity and understanding of these elements enables students to recognize how they are used in music to create meaning and communicate ideas and feelings about life. Students will gain familiarity with the musical works of many great composers and folk musicians. Students will gain understanding of how music affects an environment; how it relates to science, art, theatre, dance, mathematics, health, humanities, and the media; and how it provides a means for enriching and responding to life.

## **CORE CURRICULUM**

### **Learning Goals in the Fine Arts**

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To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.